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ABSTRACT

The integrated, undergraduate/graduate 5-year teacher education program at the University of New Hampshire continues to show increasing enrollments, while attracting academically superior students who, for the most part, are entering classroom teaching. The program features a full year internship in the fifth year, a semester of classroom experience in the sophomore year, a major outside of education, a core of professional course options, and graduate work leading to a Master's Degree. While enrollment in the 5-year program has steadily increased, there are some threats to the program's existence, including very liberal interpretation of certification standards which allow unqualified people to teach, and a new state program which allows liberal arts graduates to teach without an education degree. However, the quality of the graduates who complete the 5-year program is very high in terms of academic ability and subsequent success in the teaching profession. (CB)

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# THE UNIVERSITY OF NEW HAMPSHIRE'S FIVE YEAR TEACHER EDUCATION PROGRAM

## A STATUS REPORT AFTER 12 YEARS, 1974-1986

Dr. Michael D. Andrew
Director of Teacher Education
University of New Hampshire

February 1986

Program Overview

The University of New Hampshire implemented a five year teacher education program in 1973-74. The program features a full year internship in the fifth year, a semester of classroom experience in the sophomore year, a major outside of education, a core of professional course options, and graduate work leading to a Master's degree. The details are described in two articles which have appeared in the Journal of Teacher Education and in an ERIC document titled "Restructuring Teacher Education: The University of New Hampshire's Five Year Teacher Education Program" (October 1984). (See References, page 12.)

Our program was developed in the early 70s in response to persistent national criticism of teacher education; many of the same criticisms we hear today. We wanted a stronger general education, more depth in subject matter, more choice in education courses, early classroom teaching experience for screening and background, a longer and better supervised final clinical experience and tougher admissions standards.

Our program components can be depicted as in Figure 1. However, the sequencing of the program components varies for individual students. Most students take Exploring Teaching in the sophomore year.

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Figure 1

GRADUATE WORK
- Graduate Concentration
- Graduate Electives
- Thesis or Project

INTERNSHIP
- Full year, full-time internship (12 credits)
- Resident supervisors plus university supervisors
- Education department supervision, minimum six times/semester
- Weekly intern seminar - small group
- Weekly meetings of university supervisors

ADMISSION TO INTERNSHIP
- Grades, GREs
- Recommendations
- Evidence from teaching

PROFESSIONAL COURSE WORK
- 4 credithours required in each of four areas - all students
- Choices within the four areas
- Extra math and reading requirement for elementary
- Possible 12 credit hour graduate concentration

UNDERGRADUATE PREPARATION
- Major outside of education
- Baccalaureate degree

EXPLORING TEACHING
- 65 hours classroom experience
- Initial screening

Others choose it later, sometimes even at the graduate level. In this course students complete a minimum of 65 hours of classroom experience coupled with small group seminars and individual conferences aimed at career decision making. If supervisors approve, students who complete Exploring Teaching are free to begin professional course work in their junior year (or later). Most are still undergraduates who are also completing a major outside of education and a baccalaureate degree.

The professional course work is flexibly programmed and individualized in content to meet individual needs, interests and life plans. At least four credits are required in each of four professional areas: Philosophy, Educational Structure and Change, Alternative Methods and Human Learning and Development. Elementary candidates have additional requirements in reading instruction and math education.

Selection for the final phase of the program normally takes place in the senior year, although Post-BA admission is allowed. The final phase of the program consists of a full year, full-tme internship with supervision and weekly intern seminars, plus further graduate work in the teaching field. Most students use these graduate level experiences to complete either an M.Ed. or M.A.T. degree.

Enrollments

Program enrollments are an area of major concern to us and to those of you considering similar program change.

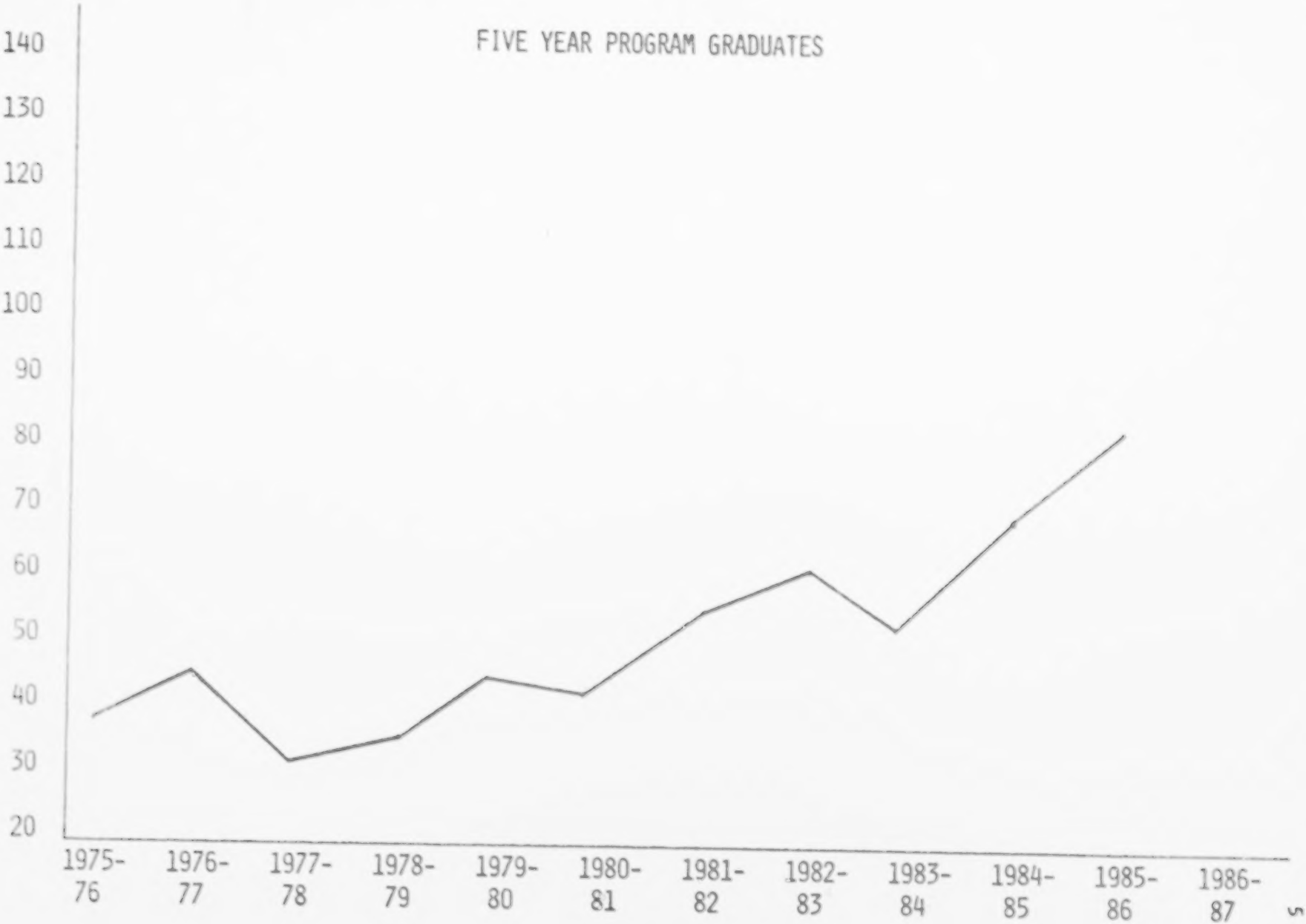
The number of program graduates from 1975-1976 to 1985-86 is shown in Figure 2.

We retained four year programs in Music, Physical Education, Home Economics, Occupational Education and Math. The graph, Figure 3, shows how the four year and five year program enrollments compare.

A clear and surprising trend is the steady increase in numbers of five year graduates during a period of national decline in teacher education enrollments. The trend seems to be attributable in part to the strong appeal of a program with unusually high standards, an extended field experience, connection to a Master's degree, and a reputation for high quality instruction.

We are currently assessing a threat to this continual increase in five year program enrollments. The New Hampshire State Board of Education is promoting a route to certification which completely bypasses conventional teacher preparation. It is an option allowing Liberal Arts graduates to go directly into teaching with only a locally administered and loosely structured requirement for minimal professional training. We have many prospective candidates discussing this option.

At the same time, the State Department of Education in New Hampshire is liberally interpreting its "Critical Shortage" provisions and allowing school districts to hire uncertified teachers in virtually any area where they claim to have difficulty recruiting certified personnel. These policies may seriously damage our enrollments. Lowering standards in the face of shortened supply will further tarnish the image of teaching; move it a step further from professional status and in the long run deter the best and brightest from careers in teaching.


FIVE YEAR PROGRAM GRADUATES
140
130
120
110
100
90
80
70
60
50
40
30
20
1975-76
1976-77
1977-78
1978-79
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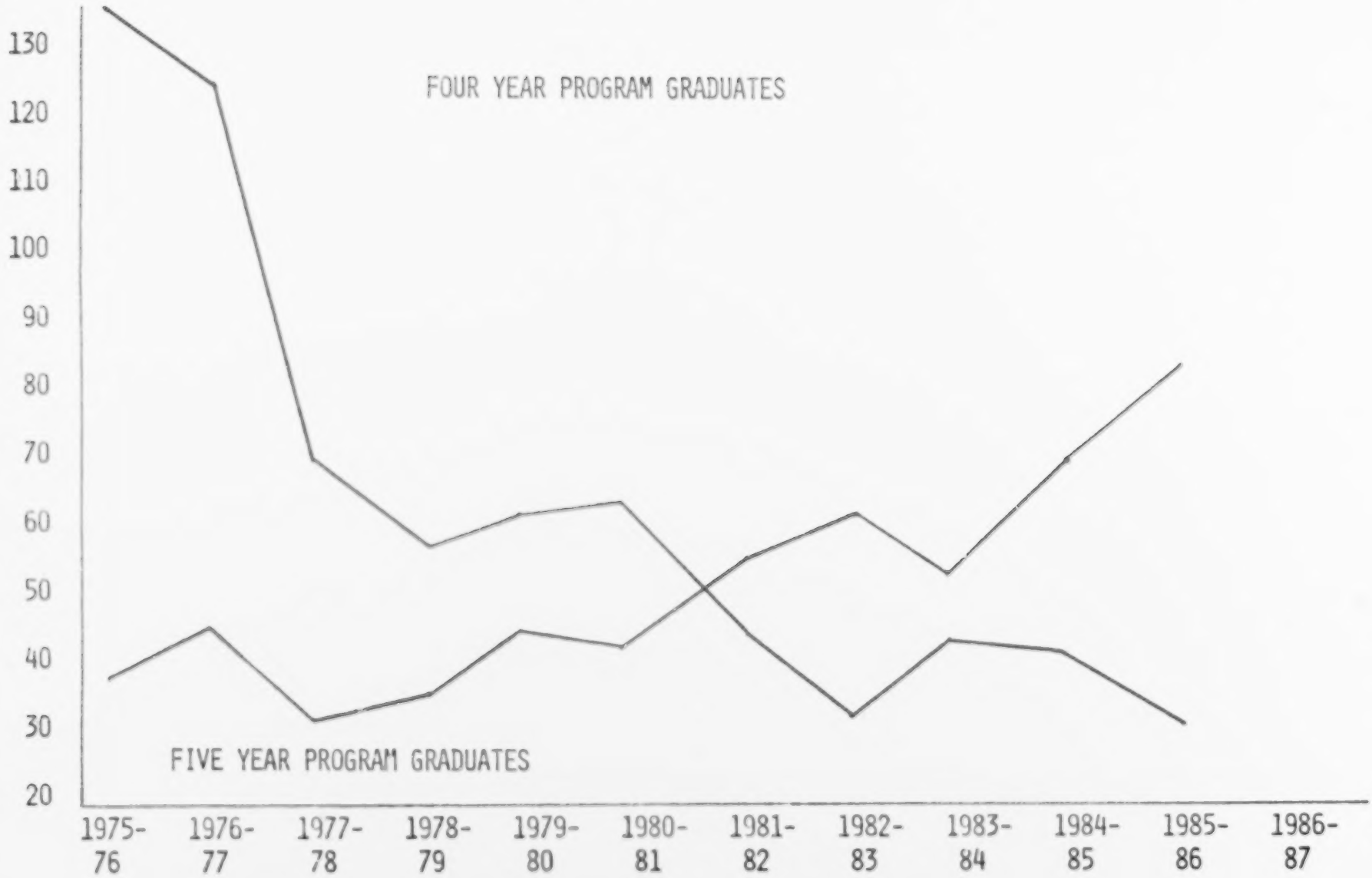
1981-82
1982-83
1983-84
1984-85
1985-86
1986-87

Figure 2


FOUR YEAR PROGRAM GRADUATES
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1975-76
1976-77
1977-78
1978-79
1979-80
1980-81
1981-82
1982-83
1983-84
1984-85
1985-86
1986-87

Figure 3

Program Attrition

Approximately 250 students per year complete Exploring Teaching. Of these nearly 70% make a commitment to complete the program. Approximately 15% remain undecided and 15% do not intend to continue. Most of the "undecideds" do not continue. In all about 175 students begin professional course work after Exploring Teaching. (Twenty percent of this group are in four year program options.) Another 50 students of this group drop out before internship or student teaching. Many of the five year program students leave because they find other professional options more appealing to them. Some realize that their academic record is not going to be sufficient for program admission. Some do not want the extra year and extra expense for program completion. Of those who do not self-select out of the program, from 7% to 10% are formally denied admission to the last phase of the program. (See Figure 4.)

Job Placement

While five year enrollments have steadily increased, another important factor has occurred. Virtually all graduates who have sought jobs in teaching have found them. Over the past ten years, approximately 90% of five year program graduates have taken first year teaching jobs. This compares to approximately 70% for our current four year program graduates. Our sister institutions with four year programs report about 65-70% of graduates taking first year teaching jobs. The efficiency of preparation is significantly higher in the five year program. This fact must not be overlooked in both program cost analysis and discussions of actual numbers of teachers produced by four and five

## PROGRAM ATTRITION

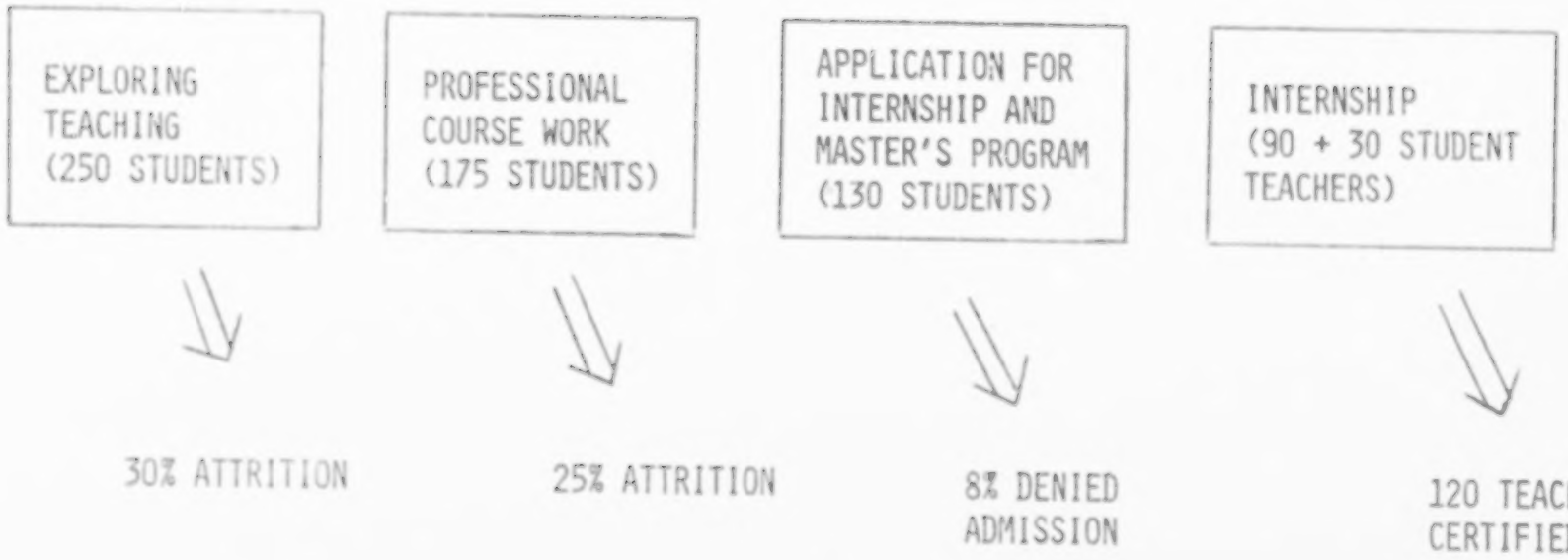
EXPLORING TEACHING (250 STUDENTS)
PROFESSIONAL COURSE WORK (175 STUDENTS)
APPLICATION FOR INTERNSHIP AND MASTER'S PROGRAM (130 STUDENTS)
INTERNSHIP (90 + 30 STUDENT TEACHERS)
30% ATTRITION
25% ATTRITION
8% DENIED ADMISSION
120 TEACHERS CERTIFIED

Figure 4

year programs. For example, using our experience of 90% going into first year teaching from the five year program compared to 70% for the four year program, an institution could absorb a 22% enrollment drop in moving to a five year program and still produce the same number of teachers.

Quality of Graduates

Finally, we have seen a significant change in the quality of teacher education candidates. There has been an increase in the academic ability of our students. This was demanded by more stringent admissions standards. This change has not simply eliminated the poorer students; it has served to attract the superior students who are now glad to be associated with a program of high standards.

We now draw our students from the top one half of the University's population. (See Figure 5)

Students admitted to the final phase of the program over the past 12 years have maintained an undergraduate grade point average of 3.1 on a 4.0 scale. There has been little year to year variation. This compares to a University grade point average of approximately 2.8 for graduating seniors (a 2.0 is required for graduation), and a Graduate School admissions grade point average of 3.1 for all graduate programs of the University.

The academic quality of students attracted to the Five Year Program is illustrated by examining the profile of the top 40% of the students admitted during 1983-84. Forty-seven students in this sample had an average grade point average of 3.38. The average verbal score on the Graduate Record Examination was 591. The average quantitative score was

ACADEMIC CHARACTERISTICS OF FIVE YEAR STUDENTS

UNH TEACHER EDUCATION PROGRAM

| YEAR | NUMBER | GPA | GRE SCORE VERBAL | GRE SCORE QUANTITATIVE | COMBINED GRE |
|---|---|---|---|---|---|
| 1978 | 69 | 2.99 | 511 | 523 | 1034 |
| 1979 | 55 | 3.01 | 518 | 515 | 1033 |
| 1980 | 45 | 3.02 | 531 | 509 | 1040 |
| 1981 | 57 | 3.01 | 493 | 513 | 1006 |
| 1982 | 37 | 3.05 | 501 | 530 | 1031 |
| 1983 | 57 | 3.01 | 530 | 551 | 1081 |
| 1984 | 65 | 3.05 | 527 | 522 | 1049 |
| 1985 | 83 | 3.30 | 524 | 542 | 1066 |
| AVERAGE | | 3.07 | 517 | 526 | 1043 |

Figure 5

598. The combined average was 1189. Twenty-four members of this group graduated cum laude. Eleven graduated magna cum laude. Four graduated summa cum laude. Seven were elected to Phi Beta Kappa. Eleven were elected to other national societies honoring academic achievement.

Quality of graduates is also indicated by their high job securing success. Two factors seem relevant. The first is superior qualifications for competition in the marketplace (a strong subject matter background, outstanding academic ability, exterded internship experience). The second is great commitment to a career in teaching. Students who select the Five Year Teacher Education Program at UNH have a strong desire to teach. They persist in spite of high academic standards, an additional year (or more) of higher education and ever escalating costs.

Summary

The integrated, undergraduate-graduate teacher education program at the University of New Hampshire continues to show increasing enrollments, while attracting academically superior students who, for the most part, are entering classroom teaching.

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